

MONARCH ELEMENTARY

218 Monarch School Drive
Union, SC 29379

GRADES K-4 Elementary School

ENROLLMENT 427 Students

PRINCIPAL Mickey Connolly 864-429-1733

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	45	54	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Good	N/A
2003	Good	Good	No
2004	Good	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

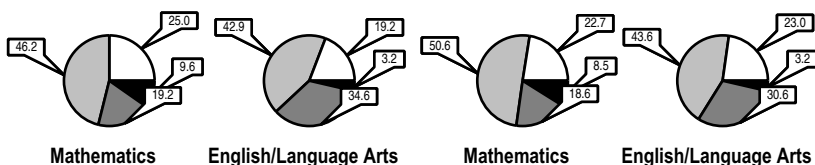
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

54.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	177	100.0	20.9	41.1	33.1	4.9	49.7	Yes	Yes
Gender									
Male	97	100.0	25.6	42.2	24.4	7.8	45.6		
Female	80	100.0	15.1	39.7	43.8	1.4	54.8		
Racial/Ethnic Group									
White	94	100.0	18.9	34.4	40.0	6.7	55.6	Yes	Yes
African-American	82	100.0	23.3	49.3	24.7	2.7	42.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	100.0	16.7	40.5	39.7	3.2	55.6		
Disabled	43	100.0	35.1	43.2	10.8	10.8	29.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	177	100.0	20.9	41.1	33.1	4.9	49.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	177	100.0	20.9	41.1	33.1	4.9	49.7		
Socio-Economic Status									
Subsidized meals	110	100.0	23.5	51.0	22.4	3.1	35.7	Yes	Yes
Full-pay meals	67	100.0	16.9	26.2	49.2	7.7	70.8		

Mathematics - State Performance Objective = 15.5%									
All Students	177	100.0	28.2	44.2	18.4	9.2	42.9	Yes	Yes
Gender									
Male	97	100.0	26.7	48.9	14.4	10.0	41.1		
Female	80	100.0	30.1	38.4	23.3	8.2	45.2		
Racial/Ethnic Group									
White	94	100.0	24.4	41.1	21.1	13.3	50.0	Yes	Yes
African-American	82	100.0	32.9	47.9	15.1	4.1	34.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	100.0	21.4	46.0	22.2	10.3	50.0		
Disabled	43	100.0	51.4	37.8	5.4	5.4	18.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	177	100.0	28.2	44.2	18.4	9.2	42.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	177	100.0	28.2	44.2	18.4	9.2	42.9		
Socio-Economic Status									
Subsidized meals	110	100.0	37.8	42.9	15.3	4.1	29.6	Yes	Yes
Full-pay meals	67	100.0	13.8	46.2	23.1	16.9	63.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	93	100.0	22.0	44.0	29.7	4.4	34.1
	Grade 4	78	100.0	22.4	56.6	18.4	2.6	21.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	19.5	32.5	41.6	6.5	48.1
	Grade 4	96	100.0	21.3	52.8	25.8	N/A	25.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	93	100.0	24.2	50.5	19.8	5.5	25.3
	Grade 4	78	100.0	14.5	56.6	14.5	14.5	28.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	100.0	24.7	53.2	18.2	3.9	22.1
	Grade 4	96	100.0	30.3	38.2	18.0	13.5	31.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 427)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.4%	N/A	3.2%	2.7%
Attendance rate	96.6%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%		3.8%	3.5%
Eligible for gifted and talented	11.9%	Down from 12.7%	12.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 7.8%	9.5%	8.2%
Older than usual for grade	0.7%	N/A	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	68.8%	Up from 61.8%	48.6%	51.4%
Continuing contract teachers	96.9%	Up from 91.2%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 91.0%	86.2%	86.7%
Teacher attendance rate	94.3%	No change	94.5%	94.9%
Average teacher salary	\$43,236	Up 2.8%	\$40,082	\$40,760
Prof. development days/teacher	10.3 days	Down from 11.8 days	13.0 days	12.4 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.9 to 1	18.8 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.5%	89.4%	90.0%
Dollars spent per pupil*	\$4,369	Down 6.9%	\$5,818	\$6,044
Percent of expenditures for teacher salaries*	67.5%	Down from 70.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Rolling out the Red Carpet" isn't just a cliché at Monarch Elementary School. Honored by the State of South Carolina as a school that welcomes parents and visitors, Monarch Elementary extends its spirit of community and excitement of learning to all who enter its doors, accepting our students where they are and helping them to reach their fullest potential. Parents and guardians celebrate that spirit by their participation in Monarch's Open House, PTA meetings, and SPIF workshops.

Faculty members at Monarch are committed to teaching excellence, employing a variety of instructional strategies to meet and surpass state standards. From kindergarteners learning about density to fourth graders designing electric circuits, science comes alive through hands-on activities at Monarch Elementary School. Partnering with us in science education are parents and community members like Anne Brock from the Clemson Ext. office and Gwen Beavans from the US Forest Service. Instruction in mathematics and literacy at Monarch Elementary is strengthened by a Math Coach and a Curriculum Facilitator. Reading teachers access our "Book Nook" to match students with text on their level. Our students respond with enthusiastic participation in the Accelerated Reader Program. Monarch Elementary students explore the world through research in our media center and in our computer lab. Having received a 21st Century Community Learning Grant, Monarch Elementary provides additional learning opportunities before and after school.

Monarch Elementary boasts a strong guidance program with regular classroom lessons and small groups for at-risk students. Character Education is interwoven throughout the curriculum. Service Learning projects include sending needed goods to military personnel at war, participation in the Salvation Army food drive, and donating to the American Red Cross "Ready, Set, Roll" fundraiser. Monarch Elementary students receive health screenings, corrective dental work, and Mental Health Care.

As a result of teamwork between faculty, students, and parents, Monarch Elementary students have been recognized for academic excellence, receiving the Palmetto Silver Award for two consecutive years. Although this honor is treasured, Monarch Elementary recognizes that students are far more than just test scores; they are the smiling faces that greet us each day. They are students that treat other people, young and old, with respect. Monarch Elementary recognizes that most of the important things about our students can never be measured on paper.

We are often faced with many obstacles in the task of educating students in the twenty-first century, but we can overcome obstacles and achieve success by heeding our school motto - "All for one, and one for all! Monarch Musketeers!"

Mickey Connolly
Principal

Youie Wade
School Improvement Council, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	80	44
Percent satisfied with learning environment	96.9%	91.1%	95.5%
Percent satisfied with social and physical environment	97.0%	91.3%	97.7%
Percent satisfied with home-school relations	75.8%	85.0%	90.5%

*Only students at the highest elementary school grade level at this school and their parents were included.